

Changes In Organizational Culture Of Uisu Private Sma Pematangsiantar

Dian Ratna Puri^{1*}, Nathanael Sitanggang², Joharis Lubis³

¹ Master of Education Administration at Medan State University, Medan, Indonesia

^{1,3} Postgraduate Lecturer at Medan State University, Medan, Indonesia

*Corresponding author:

Email: diarpury@gmail.com

Abstract

This study aims to describe the impact of changes in Organizational Culture at SMA UISU Pematangsiantar as a result of changes in the organizational structure set by the principal and explain how to solve problems that occur due to changes in organizational culture. The method used in this research is a qualitative case study. The instruments used are interviews, observation and documentation studies. Interviews were conducted on informants, namely the principal and supported by supporting informants consisting of representatives of the principal in the curriculum field, vice principal for student affairs, and teachers at UISU Pematangsiantar High School. Researchers conduct interviews at different times and places, researchers conduct interviews with unstructured methods so that researchers are more free to ask questions.

Keywords: *Organizational culture, organizational structure, organizational culture change*

I. INTRODUCTION

The school is an organization that cannot be separated from the culture it creates. Schools that excel are the dream of every component of society, and pay great attention to the quantity and quality of school results produced. Under these conditions it is clear that it is difficult to expect to realize an outstanding school, many problems have been identified that must be faced by school organizations. People who are members of a living organization within the scope of the organization and interact to produce a social system that in its development cannot be separated from environmental impacts, both the external environment and the internal environment. This means that in addition to having to live with environmental changes that are sometimes difficult to predict, members of the organization must also face changes in the organizational environment. In an organization there are norms or systems of meaning held by members that distinguish an organization from other organizations. This shared meaning system is a set of key characteristics that are upheld by all organizations, which in turn can be called organizational culture. . The success of an organization is supported by its organizational culture to achieve job satisfaction that can improve teacher performance. Organizational culture in schools is an important factor such as the school's efforts to create a comfortable environment in order to improve teacher performance. Educational organizations in this case are schools, meaning one of the stakeholders in the world of education who has an important role in shaping the character and abilities of students.

Schools carry out the learning process cannot be separated from the role of teachers to achieve goals. In general, the application of the concept of organizational culture in schools is actually not much different from the application of other organizational culture concepts. Even if there is a disparity, it only lies in the types of values that are generally mastered which it develops and the characteristics of its supporters. Accelerated environmental changes lead to changes in organizational culture. How employees behave and what they should do, is much influenced by the culture adopted by the organization, or is claimed to use organizational culture. The success of an organization is supported by its organizational culture to achieve job satisfaction that can improve teacher performance. Organizational culture in schools is an important factor such as the school's efforts to create a comfortable environment in order to improve teacher performance. Factors or elements behind the formation of

organizational culture, namely the struggle environment, values, role models, rituals and cultural networks. These five factors are the basis for the formation of organizational culture. An organizational culture is considered suitable or beneficial to the organization for exclusive terms and conditions, but under other conditions it can be considered unsuitable. The role of school organizational culture is to maintain and maintain commitment as a result of which the continuity of procedures and functions that have been agreed upon by the organization can realize its goals. A powerful organizational culture will influence every behavior. This will not only have an impact on the benefits of the general school organization, but will also have an impact on the development of the ability and performance of the teachers themselves.

Cultural values instilled by the leadership will be able to increase willingness, loyalty, and pride and further create teacher work productivity. At school there is an interaction that affects each other between individuals and their environment, both the physical and social environment. This environment will be perceived and felt by the individual, resulting in certain impressions and feelings. In this case, schools must be able to build a safe and pleasant work environment for every member of the school, through various kinds of environmental arrangements, both physical and social. Moh. surya (1997) states that: "A conducive work environment, both physical, social and psychological, can foster and develop motives for good and productive work. For this reason, the best possible physical environment can be created, such as cleaning the room, tidying up the location, facilities and so on. Likewise, the socio-psychological environment, such as interpersonal relationships, group life, leadership, supervision, promotion, guidance, opportunities for advancement, kinship and so on. In the context of School-Based Quality Improvement Management (MPMBS, Depdiknas (2001) stated that one of the characteristics of MPMBS is the existence of a safe, orderly, and comfortable environment as a result of which the teaching and learning process can take place comfortably (enjoyable learning).

Changes in organizational culture can occur because of the impact, among others; Changes in the external environment that are specific in nature that demand changes in the structure of the organization's strategy, changes in the external environment are general that require organizational adjustments, the impact of community culture into a system where the organization is a subsystem. Changes in organizational culture will not be separated from the pros and cons. Individuals who are against change use change out of fear of their fate. Their reasons as stated by John M. Ivancevich are as follows: The threat of losing their position, power, status, quality of life, and authority. Economic insecurity about employment or the level of compensation being maintained. The possibility of friendship relationships and their interactivity, redesign, changes in the work process, and displacement of people are called threats to friendships, social relationships in the workplace. Employees fear they are less competent to change, people rarely admit that they lack the skills to be a performer when change occurs. Therefore, in carrying out organizational culture, it must be done carefully and requires the right strategy so that on the one hand the organization does not lose its identity, considering that organizational culture is considered a reflection of organizational identity, and on the other hand the organization can still adapt to the environment which means making changes. organizational culture according to the time and environment that occurred at that time. Based on the explanation above, the researcher is interested in examining changes in organizational culture at the UISU Pematangsiantar Private High School with the first analysis the researchers found that the UISU Pematangsiantar Private High School carried out an interesting maneuver where the change of the principal, where the change of new leaders in the school changed the structure of each unit holding office in the school. .

II. METHOD

The objects in this study were principals and teachers at SMA UISU Pematangsiantar. Because the authors examined no more than 100 people, so they did not use a sample study, all respondents were used as a population of 30 people including the principal. This research was carried out for 2 days, October 04 - 05, 2021, the location of the UISU PRIVATE SMA Pematangsiantar, Jalan Asahan KM.4 Pematangsiantar City. This type

of research is a qualitative research using a case study approach. Data collection techniques used by observation, interviews, documentation. The data obtained were validated through: a) Persistence of observation, b) Data triangulation, c) Adequacy of Reference. The research data is processed through the following techniques: a) data reduction, b) data presentation, c) conclusion drawing, which aims to obtain data to support the final results of the study. In this study, the population was 15 UISU high school teachers. Considering that the number of samples is relatively small and affordable, the total population of 15 respondents is used as a sample. Data collection techniques are one of the most important things for a study so that the data obtained are truly in accordance with the specified title.

III. DISCUSSION

According to Robbins in Sulaksono (2015: 2) state “Organizational culture is a system of shared meaning held by members that distinguishes an organization from other organizations. This system of shared meaning, when examined more closely, is a set of key characteristics that an organization values. Organizational culture can be described as values, procedures and artifacts that are accepted by members of the organization as an organizational climate that will influence and be influenced by organizational strategies, organizational structures and systems. Organizational culture means a set of procedures, perceptions, attitude patterns that are created or developed in an organization to overcome these basic assumptions or views which are believed to have worked well in the organization, as a result it is claimed to be of positive value and deserves to be taught to new employees as the right way to think. and act in carrying out their duties. In general, organizational culture is defined as a set of values, beliefs, and attitude patterns that shape the characteristics of the organization and the attitudes of its members.

Organizational culture is concerned with how employees know the cultural characteristics of an organization, and is not related to whether employees like those characteristics or not. Organizational culture is a descriptive behavior, not like job satisfaction which is more evaluative. Organizational culture is a shared basic approximation pattern learned by a group when solving problems of external adaptation and internal integration that has functioned relatively well to be true and can be taught to members. New groups are a valid way to get things done, think and feel in relation to these problems. According to Schein in Munir (2007:23) states that organizational culture is a pattern of basic assumptions learned by groups or organizations during the process of problem solving and decision making in order to adapt to the external environment and carry out internal integration, which has been proven effective so that it is felt necessary to teach new members as the right way of seeing, thinking, feeling, and acting.” Organizational culture is an invisible social force that can move people in an organization to carry out work activities. Subconsciously, everyone in an organization learns the culture that applies in his or her organization. Especially when he is a new person in order to be accepted by the environment where he works, he tries to learn what is prohibited and what is required, what is good and what is bad, what is right and what is wrong, and what to do and what to do. what not to do in the workplace organization. So, organizational culture socializes and internalizes organizational members (Edy, 2018: 2).

Organizational Culture Forming Process

The emergence of ideas or solutions that are then embedded in a culture in an organization can come from anywhere, from individuals or groups, from the bottom or top levels. Taliziduhu Ndraha (1997) makes an inventory of the sources of organizational culture, including: (1) founders of the organization, (two) owners of the organization, (three) foreign human resources, (4) outside the organization, (5) people with an interest in the organization (stakeholders), and (6) the people. Furthermore, it is also stated that the cultural process can occur by: (1) cultural contact; (2) cultural clashes, and (3) cultural excavations. The formation of culture can not be done in an instant, but it takes time and even a lot of money to be able to get new values in the organization. Once established, organizational culture often perpetuates itself in a number of ways. Prospective gang members may be screened based on the suitability of their values and behavior with the organizational culture. the newly

elected members of the organization can be taught the group style explicitly. Historical stories or legends can be told over and over again to remind everyone of the values of the group and what it means. Managers can explicitly seek to act in synchrony with the cultural model and cultural ideas. Similarly, senior members are able to communicate their core values continuously in everyday conversation or through specific rituals and ceremonies. People who succeed in achieving the ideas embedded in this culture can become famous and become heroes. The natural process of self-identification can encourage young members to embrace the values and styles of their mentors. Perhaps the most basic, people who follow cultural norms will be rewarded (reward) while those who do not, will receive sanctions (punishment). Rewards can be in the form of materials or promotions in certain organizations, while punishments are not only given based on the existing organizational law, but can also be in the form of social punishment.

In a sense, the members are isolated in their organizational environment. In an organization there is actually no "good" or "bad" culture, there is only a "suitable" or "unsuitable" culture. If an organization has a suitable culture, then its management focuses more on efforts to maintain existing values and changes do not need to be made. however, if there is an error in conveying the basic assumptions that have an impact on the low quality of performance, then a cultural change may be expected. Because this culture has evolved over the years through a number of deep-rooted learning processes, it can be difficult to change. obsolete norms will be difficult to break. however, Howard Schwartz and Stanley Davis in their book *Matching Corporate Culture and Business Strategy* cited by Bambang Tri Cahyono suggest four other ways to approach organizational culture management, namely: (1) forget about culture; (two) control the surroundings; (three) try to change the elements of the culture to fit the strategy; and (4) change the art of management. Furthermore, Bambang Tri Cahyono (1996) using quoting the thoughts of Alan Kennedy in his book *Corporate Culture* argues that there are 5 reasons to justify a massive cultural change: (1) If the organization has strong values but is not compatible with a changing environment; (2) If the organization is highly competitive and is moving at lightning speed; (3) If the organization is of moderate size or worse; (4) When the organization begins to enter a very large rank; and (5) If the organization is small but growing rapidly.

Organizational Culture Function

In the organization crocodile is the heart of the organization. If the organizational climate is the setter, the organizational culture is the battery. The function of organizational culture is divided into 2, namely external and internal functions. The external function of organizational culture is to adapt to the environment outside the organization, therefore the organization will always have adjustments, the stronger the organizational culture, the less easily affected by the culture that develops in the environment. Internal functions are related to the integration of various resources in the organization, including human resources.

The viscosity of the integration function gets stronger if the organization develops norms, traditions, regulations, etc., which are continuously fostered by members of the organization. The following are the functions of organizational culture according to Soetopo (2010: 167), :

1. Show commitment to the mission of the organization.
2. Culture has limitations in defining functions that can differentiate between organizations.
3. Culture gives the organization a sense of identity.
4. The culture facilitates the formation of commitment from the group.
5. Culture can enhance organizational stability in the social system.
6. Culture is the social glue that holds the organization together, it provides standards that conform to the behavior of its members.

Furthermore, it is added from Ndraha (1999: 45) that "organizational culture also functions to provide organizational identity, as an organizational binder, a source of inspiration in elaborating policies and carrying out tasks as an organizational driver, providing behavioral patterns that outline the boundaries of social tolerance".

The Importance of Building Organizational Culture in Schools

The importance of creating an organizational culture in schools, especially with regard to efforts to achieve school educational goals and improve school performance. As stated by Stephen Stolp (1994) about School Culture published in ERIC Digest, as long as there are some that will happen the study shows that organizational culture in schools is correlated with increasing students' motivation and learning achievement and job satisfaction and teacher productivity. Likewise, a study by Leslie J. Fyans, Jr. and Martin L. Maehr on the impact of five dimensions of organizational culture on schools, namely: academic challenges, comparative achievement, appreciation for achievement, school community, and perceptions about the school's purpose in distributing general news to 16310 students in grades four, six, eight and ten from 820 public schools in Illinois, they are more motivated to learn through a strong organizational culture in schools. Meanwhile, the study conducted by Jerry L. Thacker and William D. McNerney on test scores of elementary school students gave an effect of organizational culture in schools on student achievement.

His study focuses on the discourse on new mission statements, goals based on outcomes for students, curriculum alignment corresponding to those goals, staff development, and building level decision-making. Organizational culture in schools also has a correlation with the attitude of teachers at work. The study conducted by Yin Cheong Cheng indicates that "stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity". Efforts to spread organizational culture in schools, especially regarding the principal's duties as leaders and managers in schools. In this case, the principal should be able to see the school environment holistically, so that a broader framework is obtained to understand difficult problems and complex relationships in the school. Through deepening his understanding of organizational culture in schools, he will be even better at providing sharpening of values, beliefs and attitudes that are crucial to increasing the stability and maintenance of his learning environment.

UISU Pematangsiantar High School Organizational Culture

The role of organizational culture in enhancing employee performance according to the level of education shows that organizational culture at the undergraduate level has a lower effect on motivation than employees at the same high school level. Organizational culture means organizational characteristics that produce organizational members' attitudes towards achieving their goals, through a good understanding of the elements forming culture such as beliefs, values, or norms. The more members of the organization understand, acknowledge, animate, and practice beliefs, tidy up the values or customs of these norms and the higher their level of awareness, the more existent and sustainable organizational culture will be. Organizational culture is everyone's belief in the organization's identity which can ideologically strengthen the existence of the organization both in becoming a binder or organizational node and out as characteristics as well as the ability to adapt to various situations and conditions faced by the organization. In a school, cultural change is needed in order to improve teacher performance, using good communication, school conditions can run smoothly and successfully. Even in life, it is impossible for school members to live in isolation, both from their co-workers and their environment, the strategies to be carried out, the goals to be achieved and the work activities to be carried out, all of which need to be communicated well between one individual and another individual or group.

In the world of education, communication is closely related to how relationships are in the school environment. School principals with teachers, teachers use fellow teachers, teachers and students, students use fellow students, even staff and the entire academic community as well as all school residents need communication. Communication that is built is not only within the school, but also in the outside world which is fostered through good communication. In carrying out his leadership function, the principal must carry out the management and development of the school through administrative, management and leadership activities that are very dependent on his abilities. In connection with this, the principal becomes a supervisor whose function is to supervise, form, correct and seek initiatives for the course of all educational activities carried out in the school

environment. In addition, the principal as an educational leader functions to create harmonious human relationships in the context of fostering and developing interpersonal cooperation, so that they simultaneously move towards achieving goals through the willingness to carry out their respective duties efficiently and effectively.

IV. CONCLUSION

Based on the discussion of research on communication in educational leadership at SMK UISU Pematangsiantar, it can be concluded that communication is very important in its position, especially in terms of educational leadership. So that misunderstandings between principals, teachers and employees can be resolved and do not create gaps between each other. The communication approach and its implementation in educational leadership at SMA UISU Pematangsiantar, namely: Leadership Theory, where a leader such as the principal of SMA UISU Pematangsiantar has the right to give tasks or positions to subordinates in accordance with their abilities and authority. so that with the school principal's decree there is no personal who can refute or disagree with the decision Human relations approach.

In this case, the principal is so close to the teachers, employees, and students. The communication carried out by the principal by means of a human relations approach, namely the existence of openness, humor, and a sense of kinship. The principal always accepts constructive input, and does not discriminate. Approach to communication as an organizing process. The existence of good communication implemented by the principal in the organizing process makes educational institutions feel supported and can improve the performance of teachers and employees. In this case, communication does not only go one way, but the principal also receives information as feedback from teachers and employees, either orally, in writing, or in existing IT. Approach to organizational structure and function. The principal of SMA UISU Pematangsiantar in a structural approach and organizational function that is able to form synergistic cooperation to members by assigning tasks and responsibilities cooperatively and coordinatively in an effort to achieve school goals.

REFERENCES

- [1] Akhmad Sudrajat. 2008. *Pengertian Pendekatan, Strategi, Metode, Teknik dan Model Pembelajaran*. Bandung : Sinar Baru Algensindo.
- [2] Cahyono, Bambang Tri. (1996). *Manajemen Sumber Daya Manusia*. Jakarta: Badan Penerbit IPWI
- [3] John M. Ivancevich & Robet Konopaske (eds) *Perilaku dan Manajemen Organsasi Jilid 2*. Jakarta: Erlangga. 2005
- [4] Miles. Matthew, Hubberman. Michael. 1994. *Qualitative Data analysis, A. Sourcebook of new methods. Veverly Hills: Sage publication*. (Penerjemah: Tjejep Rohendi Rohidi. Penerbit UI-Press)
- [5] Nawawi, Hadari. 2000 *Manajemen Sumber Daya Manusia Untuk Bisnis yang Kompetitif* Yogyakarta: Gajah Mada University Press
- [6] Ndraha, Talizuduhu. 2003. *Budaya Organisasi*. Jakarta: Rineka Cipta.
- [7] Nimran, Umar. 1999. *Perilaku Organisasi*. Surabaya: Citra Media
- [8] Robbins, S. P. 2003. *Organizational Behaviour*. Diterjemahkan oleh PT Indeks Kelompok Gramedia Dengan Judul *Perilaku Organisasi*. Jakarta: PT Indeks Kelompok Gramedia.
- [9] Schein, Edgar H. 1997. *Orgaizational Culture and leadership. SeondEdition*. San Francisco: Jossey – Bass Publishers.
- [10] Siagian, S. P. 2002. *Manajemen Sumber Daya Manusia*, cetakan kesembilan. Jakarta: Bumi aksara.
- [11] Sulaksono, Heri. 2015. *Budaya Organisasi dan Kinerja*. Yogyakarta: Budi Utama
- [12] Sutrisno, Edy. 2018. *Budaya Organisasi*. Jakarta: Prenadamedia Group